**INSET Summary- Summer Term 15**

|  |  |
| --- | --- |
| Squiggle training | All teachers and support staff in the Early Years attended training run by Shonette Bason on Squiggle while you wiggle. This is a kinaesthetic approach to stimulate early writing which is proven to raise early writing standards in an active way through the development of gross motor skills leading to fine motor skills.  This approach will be implemented into our Early Years practice. |
| SEN intervention | Teachers and support staff in KS1 + 2 were trained in the new SEN code of conduct. Many issues were explored including:  How to differentiate to meet the needs of SEN learners,  That SEN learners are not removed from good first quality teaching,  How specific interventions and resources can be planned for and  How specific needs can be identified and addressed.  Resources were introduced to use with SEN children to increase progress with their need. These included:- Plus 1, Power of 1, BEAM games, Black Sheep Press Narrative Therapy, Black Sheep Press Oral to Written Narrative, Toe by Toe, Rapid Reading, Rapid Writing and ReLEASS Booklets. |
| Marking | The marking and feedback policy was revisited and how teachers can make an impact on learning by using effective marking and feedback. This was done through the exploration of:  How to evaluate the quality of marking and feedback,  How to differentiate using different types of feedback,  How to look for visible signs of progress  How to evidence verbal feedack  How to use key word marking  How to make sure that marking matters  How to ensure marking is reflected upon and impact is made. |
| Challenge Partners report and action planning  The Learning Journey | As a follow up from our Challenge Partner review, the learning journey within projects was explored. The training highlighted the need to exploit all skills teaching in the lead up to final outcomes e.g. when teaching to write an explanation text there must be a journey of reading, listening, speaking, grammar, punctuation and spelling that links to that text type in order to write it. |
| Assessment – Learning Objectives, Toolkits, Writing Assessment | Teachers were trained in how to use the new assessment system of Basic, Advancing and Deep for children’s writing. This included the accurate use of learning objectives and toolkits to provide the correct opportunities for assessment. Teacher’s had the time to practice this with a child’s writing in their class. |
| Classroom Learning Environments | All the teachers conducted a learning walk to visit each others’ classrooms to develop and share good practice in the following areas:  Displaying the current learning,  Using the environment to provide support materials for children’s learning,  Celebrating achievement,  Promoting independence,  Using working walls to make the learning clear to the children. |
| Assessment – Reading Assessment | Teachers brought along different children’s reading evidence across project books, skills books, guided reading sessions etc. The new assessment grids were then explored for reading and teachers had the time to practice assessing using Basic, Advancing and Deep. |
| Assessment – Maths Assessment | Children’s maths work was used as a chance to practice assessing the mathematics milestones using Basic, Advancing and Deep. A greater understanding of the new assessment system and how to create opportunities for accurate assessment is being made. |
| Portfolio Moderation using Basic, Advancing and Deep | This was a chance for teachers to work together to moderate work over time looking at whether the child is working at a Basic, Advancing or Deep level. Discussions took place and challenges were made of how the evidence is used to make those judgements. This process has further developed the confidence of teachers to use the new assessment system in September. |
| Mastery and BAD | The principles of mastery were developed and explored through:  -how we plan for Basic, Advancing and Deep opportunities,  -how we extend questioning using BAD,  -how we change our teaching technique from classroom commander to coach and mentor and  -how we use live assessment to fluidly group children. |